The SAGE Encyclopedia of Human Communication Sciences and Disorders

Linguistic Profiles

Contributors: Ferenc Bunta, Judit Bóna & Mária Gósy
Edited by: Jack S. Damico & Martin J. Ball
Book Title: The SAGE Encyclopedia of Human Communication Sciences and Disorders
Chapter Title: "Linguistic Profiles"
Pub. Date: 2019
Access Date: May 19, 2019
Publishing Company: SAGE Publications, Inc.
City: Thousand Oaks,
Print ISBN: 9781483380834
Online ISBN: 9781483380810
DOI: http://dx.doi.org/10.4135/9781483380810.n361
Print pages: 1100-1105

Today, a wide range of theoretically grounded and clinically useful assessments exists in a variety of languages that can be used to evaluate speech and language development and identify children with speech or language disorders. This entry focuses on the Language Assessment, Remediation and Screening Procedure (LARSP), conceived by David Crystal and his colleagues, and the non-English versions of LARSP that have been published. LARSP was developed with the explicit purpose of providing a platform for linguistically informed analyses of children's language skills that would be used by practicing clinicians working with children with speech and language disorders. The perennial challenge for any clinical assessment tool is that it be theoretically grounded and at the same time practical so that it would enjoy widespread clinical use rather than be treated as a linguistic curiosity by practicing speech–language pathologists. LARSP aims to address both of these issues by offering a practical, quick, informative, and linguistically sound language sampling and analysis procedure aimed at evaluating spontaneous samples collected from children.

Driven by the desire to provide language assessments with solid linguistic foundations that would also be used in clinical settings, the main tenets of LARSP are (a) to collect a representative sample of the child's speech and language, (b) to assign the collected utterances to well-defined developmental levels, and (c) to evaluate the interaction between the child and the clinician. Another, less prominent goal of LARSP is to offer much needed consistency across sampling sessions and different children so as to provide a uniform framework for language sampling and analysis.

For LARSP to be practical, the spontaneous language samples should contain a minimum of 50 utterances collected from the children during play sessions with the adult clinician or educator. Recommendations for these sessions range from naturalistic interactions between the child and the clinician to more topic-driven conversations between the interlocutors that could focus on the child's experiences. Even quasi-naturalistic productions are acceptable if obtaining 50 fully spontaneous utterances would prove challenging, especially when working with younger children or children with speech and language disorders. Whether completely spontaneous or quasi-naturalistic, conversational samples obtained via a uniform procedure offer a window onto the child's linguistic skills ranging from morphology to syntax that are relatively easy to administer in a variety of settings while providing information that would be useful for speech–language pathologists charged with assessing the child's language skills. Thus, over the years, LARSP has become a language sampling and analysis procedure that has enjoyed popularity among not only practicing speech–language pathologists but also researchers and other professionals.

David Crystal, Paul Fletcher, and Michael Garman's seminal publication of the English version of LARSP from over four decades ago has generated considerable interest among clinicians and researchers working with children with typical speech and language as well as their peers with various communication disorders. Since the publication of the original LARSP in the 1970s, a sizable number of analogous versions have been published in a variety of languages other than English, owing to the simplicity, practicality, ease of use, and linguistic grounding of LARSP. In 2016, a collection with 12 new languages was published, adding to the growing number of LARSP language varieties. Languages appearing in the 2016 volume vary both in terms of genetics (e.g., from Indo-European to Uralic) and geography (representing various continents). However, each new version shares the core principles and tenets of LARSP and also presents useful information about the linguistic structure of the language that it profiles as well as provides data about the acquisition of those structures with age-appropriate lexical and grammatical markers.

Versions of LARSP typically include a one- to two-page chart that is tailored to the language in which the assessment is being done. The typical LARSP chart is presented in sections where Section A usually includes items that cannot be easily interpreted (such as problematic or unanalyzed ones) so that clinicians can use their time more efficiently by not having to analyze responses that may not contain useful information from a grammatical standpoint. The following sections—usually B, C, and D—of LARSP charts contain information about the interaction between the clinician and the child. Subsequent to Sections A, B, C, and D, the majority of the LARSP chart is devoted to describing the stages of grammatical acquisition and to providing age-appropriate linguistic markers to which the child's production can be compared for the purposes of assessing her or his developmental stage relative to her or his peers. This section is language-specific and it varies both

in age ranges and even the number of stages depending on the language being acquired by the child. For example, the English LARSP chart has seven stages ranging in age from 0;9 to 4;6+ compared to Hungarian with five stages and an age range of 1;0 to 3;6. Moreover, the linguistic markers themselves vary based on the target language and its grammar.

It is important to note that the various non-English versions of LARSP have been adapted and modified to meet the demands of the target language rather than the translated language, which enhances the validity of the measure. To illustrate the LARSP profile chart, the Hungarian version (HU-LARSP) and its English translation are displayed in Figure 1. These charts demonstrate that while HU-LARSP follows the general guidelines and adheres to the principles of LARSP previously noted, the adaptation makes the measure uniquely suited to assess and screen children acquiring Hungarian. The chapter on HU-LARSP by Ferenc Bunta, Judit Bóna, and Mária Gósy also provides a quick overview of the grammatical structures of Hungarian relevant to morphosyntactic development in children and also includes a brief review of how those structures are acquired by Hungarian-speaking children from the first words to 4 years of age. Thus, HU-LARSP and other non-English adaptations of LARSP are not only linguistically grounded, but the stages and markers of language development used by the assessment protocol are based on the literature and data from children acquiring the language for which the particular measure was developed.

While LARSP provides a linguistic profile of a child's language skills from a general perspective, linguistic profiles have also been developed to address more specific levels of analysis such as phonology (e.g., Pamela Grunwell's Phonological Assessment of Child Speech—PACS or Crystal's Profile of Phonology—PROPH), prosody (e.g., Crystal's Prosody Profile or PROP), or semantics (such as Crystal's Profile in Semantics—PRISM).

Grunwell's PACS was designed with the intent to provide a clinically viable comprehensive analysis of children's phonological systems that could be used to assess speech disorders using a standard procedure. PACS relies on spontaneous samples and emphasizes segmental analyses with a focus on consonants in the following positions: syllable initial word initial (SIWI), syllable initial within word (SIWW), syllable final within word (SFWW), and syllable final word final (SFWF). The analysis charts contain a phonetic inventory and distribution, systems of contrastive phones and contrastive assessments, phonological process analysis, and developmental assessments. Word-medial consonants, vowels, and other aspects of phonology (such as prosody or nonsegmental analyses) are not part of the PACS.

Another formalized assessment procedure of children's phonology is Crystal's PROPH, which shares similarities with PACS, but it is also different from it in nonnegligible ways. PROPH relies on analyzing 100 spontaneously produced words by the child, and it has segmental components as does PACS, but the analyses include both vowels and consonants unlike PACS, which focuses solely on the latter. The charts and the assessment goals are also different for the two measures. PROPH provides phonemic inventory analyses both from an accuracy and from an error pattern perspective. It also incorporates phonological feature analyses taking syllable structure into consideration, and phonological processes are also analyzed at the end of the chart. The phonological analyses of PROPH can be complemented by prosodic analyses (such as intonation patterns) that can be obtained via the PROP.

Figure 1 HU-LARSP Charts

Név: _____ Életkor: ____ Adatgyűjtés napja: _____ Típusa: _____

A	Nem elemzett			Problémás		
	1. Nem érthető	2. Egyéb reakciók (pl. nevetés, hangutánzó, stb.)	3. Nem tipikus	1. Befejezetlen	2. Félreérthető	3. Sztereotípiák

B	Válaszok			Tipikus válasz						Nem tipikus		
				Főbb (alanyt és állítmányt tartalmazó)								
				Kihagyásos								
	Stimulus típusa		Össz	Ismételt	1	2	3+	Hiányos	Teljes	Kevés-bé fontos	Szerkezeti	Ø	Prob- lé-mák
		Kérdések											
		Egyéb											
C	Spontán												

D	Reakciók		Általános	Szerkezeti	Ø	Egyéb	Problémák

I. szakasz (1;0 – 1;7)	Kevés-bé fontos	*Válaszok*	*Megszólító*	*Egyéb*	*Problémák*
	Főbb (alany-állítm.)	*Utasítás* / *Kérdés*	*Kijelentés*		Átlagos MLU-m: 1.1 (I szakasz)
		'Ige' / 'Kérdő'	Főnév:	Ige:	Egyéb / Problémák
II. szakasz (1;8 – 2;0)	Kapcs.	Megjelenő szófajok	Ragozás		Nyelvtani szerkezetek
		Névmások: Személyes: Mutató: Birtokos:	*Főnév:* Tárgyragos: "*-é*" birtokjeles: Birtokos személyjellel: Helyraggal: Korai határozóragok (-ba, -be, -ban, -ben, -ra, -re):	*Ige:* Jelen idő: Általános: Határozott:	*Kijelent mód:* *Felszólító mód:* *Tagadás "nem"-mel:* *Egyéb:* Átlagos MLU-m: 1.5 (II szakasz)
III. szakasz (2;1 – 2;6)	és / Egyéb	*Névelő:* Határozott: Határozatlan: *Névmások:* Határozatlan: Kérdő: *Melléknév:*	*Főnév:* Többes szám (-k): Határozóragok (pl. -on, -en, -ön, -hoz, -hez, -nál, -nél):	*Ige:* Múlt idő: Általános: Határozott:	*Mondatok:* Mellérendelő összetett: *Tagadó szerkezet:* *Egyéb:* Átlagos MLU-m: 3.0 (III szakasz)
IV. szakasz (2;7 – 3;0)	ha / Egyéb	*Határozószó:* *Névutó:* *Névmások:* Visszaható: Kölcsönös: *Segédige:* *Módosítószó:*	További határozóragok (pl. -val, -vel, -tól, -től, -ig):	*Ige:* Szám (valamennyi): Személy (valamennyi):	*Segédige:* *Módosítószó:* *Mondatok* Kérdő szerkezetek: Alárendelő összetett: *Elváló igekötök:* *Egyéb*: Átlagos MLU-m: 4.0 (IV szakasz)
V. szakasz (3;0 – 3;6)		*Névmások:* Vonatkozó:	További határozóragok:	*Ige:* Feltételes mód:	*Mondatok:* Feltételes szerkezetek: Többszörösen összetett: *Egyéb:* Átlagos MLU-m: 4.6 (V szakasz)
	Összes mondat száma:		Fordulónkénti mondatok száma:		MLU-m:

Name: _____ Age: ____ Sample Date: _____ Type: _____

A	Unanalyzed			Problematic		
	1. Unintelligible	2. Symbolic Noise	3. Atypical	**1. Incomplete**	2. Ambiguous	3. Stereotypes

B	Responses		Typical Response			Atypical	
			Major				
			Elliptical				

Source: Bunta, Bóna, and Gósy (2016, pp. 96, 97). Reproduced by permission.

PRISM—also developed by Crystal—offers a range of analyses of a child's productions from a largely semantic point of view broken into two subtests: PRISM-L (Profile in Semantics, lexis) and PRISM-G (Profile in Semantics, grammatical). The former deals with the relationship between semantics and the lexicon, and the latter analyzes the relationship between semantics and grammar. PRISM necessitates the collection of language samples from a range of topics using various linguistic constructions so that the semantic aspects of the child's speech can be analyzed. The purpose of PRISM-L is to assess how vocabulary is organized into semantic fields by mapping the range of lexical items used by the child. PRISM-G, on the other hand, is used to analyze how meaning is conveyed by grammatical components of an utterance.

The legacy of the works discussed above is that today, no respected speech and language assessment could afford to be linguistically naive or ignore attested evidence-based patterns of speech and language development in children. In fact, a testament to the enduring nature of these classic linguistic profiles is that these measures not only continue to influence and inspire new assessments in the field of child speech and language and its disorders (such as new versions of LARSP in a growing number of languages), but they are still being used today as they were originally intended— a hallmark of seminal works that continue to have a significant impact on the field.

See also Clinical Linguistics; Language Assessment; Language Sampling; Language Therapy and Intervention; Preschool Language Intervention; Syntax and Grammar

Ferenc Bunta, Judit Bóna & Mária Gósy
http://dx.doi.org/10.4135/9781483380810.n361
10.4135/9781483380810.n361

Further Readings

Bunta, F., Bóna, J., & Gósy, M. (2016). HU-LARSP: Assessing children's language skills in Hungarian. In P. Fletcher, M. J. Ball, & D. Crystal (Eds.), Profiling grammar: More languages of LARSP (pp. 80–98). Bristol, UK: Multilingual Matters.
Crystal, D. (2012). On the origin of LARSPecies. In M. J. Ball, D. Crystal, & P. Fletcher (Eds.), Assessing grammar: The languages of LARSP (pp. 4–11). Tonawanda, NY: Multilingual Matters.
Crystal, D., Fletcher, P., & Garman, M. (1976). The grammatical analysis of language disability: A procedure for assessment and remediation. London, UK: Edward Arnold.
Fletcher, P., Ball, M. J., & Crystal, D. (Eds.). (2016). Profiling grammar: More languages of LARSP. Bristol, UK: Multilingual Matters.
Grunwell, P. (1985). Phonological assessment of child speech (PACS). San Diego, CA: College Hill Press.